



Equality Policy

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Introduction

We aim to ensure that the school promotes the individuality of all our students and staff, irrespective of ethnicity, attainment, age, disability, gender, religion, belief/non-belief or background. We are committed to giving all our students and staff every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying, harassment or prejudice of any kind. We actively tackle discrimination and promote equal opportunities and good relations between and amongst all. We are committed to ensuring that positive action is taken by all staff, where necessary to redress the balance of inequality that may exist. In recruiting staff, our policy is equally inclusive. Within the context of the school, we aim to have a positive impact on individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities. In our school, we are proud of the diversity of the student and staff populations and mindful of the range of races, religions, genders, disabilities, sexual orientations and ages represented by our community. This policy relates to all those associated with the school: students, staff, governors, parents/carers and visitors.

Equality is the principle of equal treatment for all people irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex; sexual orientation or any other recognised statutory area of discrimination. Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity, this policy will prioritise those with protected characteristics, listed below, under the Equalities Act 2010.

1. Disability - We follow the social model of disability which means that we understand that the barriers to disabled people securing equality are due to the physical environment and people's attitudes. A person is considered disabled for these purposes if they have a physical or mental impairment that has a substantial and long term negative effect on their ability to carry out normal day to day activities.
2. Gender Reassignment.
3. Pregnancy and maternity.
4. Race - With regard to race equality, 'The law defines racial grounds as including race, colour, nationality or ethnic or national origins.' (Equality and Human Rights Commission Website). We accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.
5. Religion or belief - With regard to religion, we actively support the rights of all to practise their belief/non-beliefs equally, so long as their actions are not to the detriment of others.
6. Sex.
7. Sexual orientation - With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people.
8. Age - With regard to age, our focus is on older persons (over 60) and younger people aged 11- 18.
9. Marriage.

Diversity is the acceptance that we are all different, but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences. Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities. Discrimination is treatment of a person or persons which differs from the

norm because of their perceived or actual difference.

Roles and Responsibilities

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community.
- The school's Equality Policy is reviewed and updated regularly.
- That procedures and strategies related to the scheme are implemented.

The Headteacher and Senior Leadership Team are responsible for:

- Providing leadership and vision in respect of equality, diversity and community cohesion, alongside the Governing Body.
- Overseeing the implementation of the Equality Policy.
- Coordinating the school's activities related to equality, diversity and community cohesion
- Ensuring that the Equality Policy is available via the school website.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to racist incidents; discrimination against persons with a disability or discrimination against any persons because of their age, sex or sexual orientation, gender reassignment, race, religion or belief/non-belief in line with our Attitudes to Learning Policy and Staff Code of Conduct.
- Supporting parents to become more involved in their children's education
- Considering and overcoming barriers to parents' involvement
- Ensuring that no student will be prevented from accessing the curriculum in any way whatsoever, with regards to essential equipment and necessary educational visits, because their parents/carers cannot afford to pay
- Using Student Voice and assembly to raise awareness regarding inappropriate behaviour

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias, unconscious bias and stereotyping.
- Not discriminating on grounds of the protected characteristics.
- Keeping up to date with equalities legislation by attending training events organised by the school or other professional bodies.
- Engaging in training opportunities.
- Providing opportunities for students to raise concerns.

All parents/carers are responsible for:

- Their children's education.
- Being aware of and complying with the Equality Policy.
- Positively influencing their children's expectations about education, as well as their attitudes and behaviour towards other students and staff.
- Understanding the ethos of the school and becoming involved in school life.

All students are responsible for:

- Being aware of and complying with the Equality Policy.
- Not discriminating on grounds of the protected characteristics.
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in, or when representing, the school.
- Understanding, valuing and celebrating diversity.
- Challenging stereotypes and prejudices.
- Treating others with respect as their equals

Monitoring

School performance information is compared to national data and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions
- Attendance
- Incidents of racism, discrimination, sexual harassment and all forms of bullying.
- Annual Subject and Pastoral Improvement Plans.
- Parental involvement, including surveys

Our monitoring activities enable tutors, Heads of Year and Subject Team Leaders to identify any differences in student performance and between groups of students. This allows us to take appropriate action to meet the perceived needs of specific groups and for example to set targets in our School Improvement Plan, in order to make the necessary improvements.

Appendix 1 - Equality Objectives 2022-23

Strategy	Actions
Teach inclusion and identify and prevent racism and prejudice in all its forms	<ul style="list-style-type: none"> ● Ensure equality of access for all students and prepare them for life in a diverse society. ● Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. ● Promote attitudes and values that will challenge discriminatory behaviour. ● Provide opportunities for students to identify shared interests among members of different social groups and categories. ● Develop students' awareness so that they can detect bias and challenge discrimination.
Enhance the curriculum to ensure that it is representative of our school diversity	<ul style="list-style-type: none"> ● Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups. ● Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping. ● Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate.
Transgender Inclusive School	<ul style="list-style-type: none"> ● Ensure staff are aware of the correct terminology. ● Consider our facilities such as bathroom use, changing, residential trips and uniform/dress code. ● Ensure transphobic bullying, and ways to stop it, are part of our PSHE programme.